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ABSTRACT

This paper describes how the School of Education at Indiana University intends to take maximum advantage of available resources during the coming 5 years. It is organized around four primary functions of the School of Education and discusses how each of these functions contributes to the overall mission of the school to deal with problems of educational change. For each function, specific operational examples are cited. The four functions are a) to prepare professional personnel who are able to stimulate, plan, manage, and evaluate educational change; b) to produce basic knowledge about education necessary and sufficient to support educational change; c) to develop products, practices, and procedures aimed at promoting and facilitating change in education; and d) to establish and maintain synergistic relationships between the School of Education and its clients that enable all parties to respond positively to the need for educational change. Appended is an outline of target objectives and priorities. (DDO)

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A Preliminary Report on the Objectives, Goals, and Missions of the School of Education, Indiana University for the Period 1973-1978

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PREFACE

In late November, 1972, the School of Education Policy Council approved the appointment of a three-member committee, which was termed the Five Year Planning Committee. Our appointment was prompted by Chancellor Carter's request for a statement from the faculty regarding its views about the future of the School of Education for the five-year period immediately ahead.

In December we drafted a "broad-brush" statement to meet a December 15 submission deadline. Regrettably, there was no time to subject the statement to faculty perusal and criticism prior to its submission.

Throughout January and February we used our December statement as a device for soliciting faculty opinion. During this two-month period, we held five, open faculty hearings, interviewed each divisional director and met with their advisory committees, conducted approximately 30 interviews with individual faculty members and administrators, and presented our early findings to the Policy Council.

On the basis of the reactions we received to our December statement, we elected to prepare an entirely new document, one that seemed better designed to capture the spirit of the School of Education than our earlier statement had done. In our opinion, the present report is much superior to the one submitted in December primarily because it reflects much better than before the views of our colleagues.

Nevertheless, this report must be treated as a "preliminary report" because we have not had an opportunity to circulate the present draft to the faculty and to secure its reactions. This will be done in March and

April. For the present, however, the report must be treated as a Committee report.

We would like to express our gratitude to the large number of faculty members who have been interested in this report and who shared their views fully. We have used their ideas without individual acknowledgment, as we attempted to prepare a document that was broadly representative of current faculty opinion.

Five Year Planning Committee

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I. INTRODUCTION

The main problem with cliches is that they are so trite. It is not that the ideas contained by cliches have proved weak, it is that intelligent people grow weary of hearing them expressed. An intellectual earns respect by voicing new ideas, not by exclaiming the commonplace. For him a cliche, like poor grammar, is the trademark of a low-voltage thinker.

But aversion to cliches can have negative consequences for a university. Take the concept of "social change" for instance. No one is likely to heap praise upon a professor who announces that Americans are living in an era of rapid social change, that the pace of change itself seems to be increasing, and that many people have trouble coping with rapid social change. Few would argue with the statement. Nor would most oppose the notion that rapid social change holds consequences for the role of state universities in society. Yet, few departments, divisions or schools within Indiana University seem to have considered fully what the phenomenon of rapid social change means for their traditional missions. Why this is so is not entirely clear. Perhaps one reason is that it is difficult to maintain intellectual interest in a phenomenon so commonplace that it appears daily in the newspapers.

Nevertheless, while individuals acquire credit by giving expression to "new" ideas, some of which prove to be useless while others are worthy, institutions must be built upon more reliable foundations. Administrators cannot afford to worry long about whether an idea is trite; rather, they must be certain that existing programs and recommendations for new programs rest upon substantial and relatively enduring judgments about social reality.

The fact that we are living in the midst of rapid social change cannot be ignored. Indeed, it is the fundamental condition to be addressed in planning for the future of Indiana University. And if rapid, social change holds significance for the University as a whole, it is no less important for one of the University's largest divisions -- the School of Education. Few segments of American society have been affected more by social change than the schools. Each day, newspapers and journals report events that are indicators of conflict and change in formal education. Probably more books have been published about schools, their problems, their need to change, etc., during the past ten years than during any previous decade. Moreover, the readers of these books are no longer limited to professional educators. Some books, such as Death at an Early Age (Kozol), Crisis in the Classroom (Silberman) and Deschooling Society (Illich) have appeared on lists of nationally best-selling books.

In often ad hoc, largely piece-meal, and essentially unsystematic ways, various individuals and sub-divisions within the School of Education have been grappling with problems of educational change for some time. But until the present there has been no effort to make "problems of educational change" the focus of the School of Education. The fact that educational change has become and will continue to be the overriding issue in education leads us to conclude that treating matters associated with educational change should become the primary mission of the Indiana University School of Education. All of the School's various resources, activities, and programs should be linked to this overarching purpose.

A focus on educational change can yield various benefits for the School of Education. First of all, it encourages a futurist orientation on the part of the faculty and establishes norms promoting self-renewal and professional growth. It lends assurance that the School of Education will mobilize its resources effectively for what is fundamentally important; it should stimulate greater coordination and interaction among individuals and groups; and it will generate operational criteria for administrators to employ in determining which current activities can be eliminated, which should be supported, and which new activities must be launched. Finally, it identifies a mission for the School of Education that is beyond the reach of other teacher training institutions within the state and few within the nation.

In the pages that follow we have identified four major functions performed by the School of Education.* We shall provide concrete illustrations of these functions and indicate how these functions merge dynamically in addressing problems of educational change. Because these four functions have special meaning when perceived in terms of the

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*In organizing this document we have departed from the guidelines contained in the memo dated February 2, 1973. We are fully aware of the importance of the questions contained in the guidelines. Nevertheless, we found the format imposed by the guidelines constraining. Throughout the document we have tried to respond to the "spirit" of the guidelines, using a format and style that made greatest sense to us. Nevertheless, in an appendix to the document we have responded as best we could, in outline form, to the questions posed by the guidelines. Thus, we have tried to present the School of Education in a manner we prefer, while also making an effort to provide data in a form most useful to the Chancellor's Office.

characteristics of a professional school, it is necessary to indicate briefly what some of these characteristics are and how they relate to the Indiana University School of Education.

The Role of a Professional School of Education. Unlike a liberal arts college, a professional school has a clearly defined constituency that it must serve. Today, problems arising from the need for rapid educational change trigger most of the demands generated by our clients. Whether these clients are elementary school teachers who are demanding new programs to enhance reading skills of Indiana youngsters, whether they are principals and superintendents searching for teachers and support personnel who possess unusual professional talents, whether it is the Indiana State Department of Public Instruction or the U.S. Office of Education seeking advice on new programs they wish to begin, or whether it is the Minister of Education in Chile seeking advice and support for a program to advance literacy within his nation, the Indiana University School of Education is being asked to help others cope with the need to effect broad changes in educational programs.

Because it is a professional school possessing a faculty with a wide range of interests and talents, the Indiana University School of Education is able to respond to issues relating to educational change better than most other institutions. Small liberal arts colleges can offer the courses that are necessary to certify teachers, but they do not employ the type of faculty that can prepare teachers who display unique competencies. Many institutions have individuals who conduct research on problems of education,

but only a professional school with the resources of Indiana University can link research to the development of solutions to operating problems in education. And because it is a professional school that has a responsibility to service its clients, the Indiana University School of Education has a capability to deal with important educational problems that are of relatively low concern to a small college that certifies only a few teachers annually. Moreover, a professional school based in a major university such as Indiana University can tap the resources available in other divisions of the university in order to mount a powerful effort to effect education.

The effort to effect change in education requires the capacity to work broadly, through training professional personnel, research, development, and service. No one function can be eliminated without affecting the overall mission of the School of Education. All are significant to the maintenance of a strong program.

In 1973, it is necessary to appriase the mission of the School of Education in the light of anticipated limitations on the amount of appropriated funds available to the University. Even more than in the past, it is imperative to decide between what is absolutely essential for the long-term health of the institution and the fulfillment of its mission and what is expendable.

We believe that a future stabilization or a decline in appropriated funds should be met in two ways: by seeking compensating funds from sources outside of the University and/or by slowing down the pace at which the School of Education attempts to achieve specific goals while adhering to

the overall mission. Harsh financial conditions should not be met by the elimination of one or more essential functions. Program decisions should be on the basis of the extent to which individual programs contribute to or fail to contribute to the overall mission of the School of Education.

We have no illusions about the difficulties the University would face during the years immediately ahead should severe limitations on appropriated funds continue. However, in the past, the School of Education has been able to capitalize upon its national prominence to attract outside sources of funds, and we expect to be equally, if not more successful, in the future in attracting support. Obviously, the ability to attract support stems from the overall strength of the School of Education. Any slippage of strength would lead to a decline in outside support and to an ever greater reliance upon appropriated revenues.

It makes no sense to separate "hard" money from "soft" money in projecting the future of a dynamic School of Education. Certain important activities of the School of Education (e.g., pre-service teacher education) will continue to be supported primarily from appropriated funds, while other activities (e.g., research and development) will continue to depend in part upon sources outside of the University as these attract the interest of foundations and government agencies. One type of activity cannot be deemed more important than the other; all are essential. What is required is maximum possible support from appropriated sources coordinated with an aggressive search for funds outside of the University in order to maintain an increasingly effective and prestigious School of Education.

In order to describe how the School of Education intends to take maximum advantage of available resources during the years immediately ahead, we have organized the remainder of this paper around four primary functions of the School of Education. Within the space available we have indicated how each of these functions contributes to the overall mission of the School to deal with problems of educational change. While a mission focusing upon change obviously has implications for the structure and organization of the School of Education itself, these questions cannot be treated here, although we have occasionally referred to specific ways in which the School has organized itself in order to better accommodate one of the functions or an aspect of it. For each function we have cited specific, operational examples. Our examples only begin to tap the range of illustrations that might have been cited. Other, equally important programs and activities are not mentioned because of lack of space.

The four functions are:

1. To prepare professional personnel who are able to stimulate, plan, manage, and evaluate educational change.
2. To produce basic knowledge about education necessary and sufficient to support educational change.
3. To develop products, practices, and procedures aimed at promoting and facilitating change in education.
4. To establish and maintain synergistic relationships between the School of Education and its clients that enable all parties to respond positively to the need for educational change.

These four functions are inextricably linked to one another and contribute individually and mutually to the effort of the School of Education to treat issues relating to educational change.

II. FOUR MAJOR FUNCTIONS

1. To Prepare Professional Personnel Who Are Able to Stimulate, Plan, Manage, and Evaluate Educational Change.

One of the principal ways that a School of Education can respond to educational change is to train those professionals who must deal with educational change each day. A majority of these people are found in schools and colleges. Others do not hold positions in formal educational institutions but are found in government agencies, research institutes, foundations, etc. that maintain a direct link with schools and their problems.

It would be difficult to identify a type of educational setting in which the impact of the Indiana University School of Education is missing. If the School of Education is serious about focusing on educational change, it must continue to prepare people for diverse careers in education. In the pages that follow we shall examine programs for pre-service and in-service education of elementary and secondary school teachers, for pre-service and in-service preparation of school personnel other than classroom teachers, and for advanced graduate study in education.

Pre-Service Education of Elementary and Secondary School Teachers. Throughout the late 1950's and early 1960's a national shortage of certified school teachers led many institutions, including Indiana University, to train as many teachers as possible, as efficiently as possible. At one time the School of Education certified more than 2,000 teachers annually, the largest program in the nation. Both the characteristics of the market and

the need to utilize School of Education professors in as economic a way as possible contributed to the preparation of teachers who were expected to fit easily into nearly any kind of school. For example, a teacher seeking a position in a rural school received training identical to one who would find employment in an inner-city school. Very little special tailoring was possible for students who had special subject matter interests. Whatever majors they might have pursued in the College of Arts and Sciences, they found themselves in most of their professional education courses with people whose career interests were quite different from their own.

The teacher market is different today than in the 1960's. School administrators have become more selective in whom they hire. In the 1970's the demand for generalist, all-purpose teachers is being replaced by a call for teachers who are distinguished by having unusual skills, abilities, and interests. Today, schools are seeking teachers who would like to teach in "alternative schools," who can work as remedial reading teachers, who can teach English as a "second language," who are prepared to join a "humanities team," etc. More than in the past Schools of Education will be required to provide alternative routes in teacher training for their students. The mass production approach to teacher education is no longer appropriate.

Cognizant of the shift underway nationally in the expectations for teachers, the School of Education began to reorganize itself three years ago. The first step was to establish the Center for Innovation in Teacher Education (CITE) which served as a rallying point for those faculty seeking

support for experiments in teacher education. This gave way to the Commission on Teacher Education (COTE) which established various task forces to examine teacher education at Indiana University and to produce recommendations for change. These recommendations led to the establishment in 1972 of the new Division of Teacher Education. Under the auspices of the new Division, faculty and students are coming together in new combinations, cutting across former department lines and traditional training programs, in order to prepare teachers who will possess unusual and specialized talents and who are better prepared to effect changes in traditional patterns of schooling. The emphasis within the new Division on "alternative paths of teacher training" is expected to increase the demand for teachers prepared by Indiana University at the same time that other institutions are being forced to cut significantly the numbers of teachers they prepare.

The Indiana University plan for the reorganization of teacher education is being watched by other institutions and seems certain to have an impact beyond Indiana. The U.S. Office of Education has made a substantial investment in this plan ($500,000 for the first year alone) both as a way of encouraging the reform locally and in the expectation that the I.U. model will establish patterns for other, large, state universities to follow.

Recently, some have argued that the present market situation for teachers indicates that this would be a good time for the large state universities to withdraw from or reduce their investment in teacher education. Such an action would be a tragic mistake. It is precisely

the large universities that must remain in teacher education, if the schools are to have available the kinds of teachers they need.

No other institution in the State of Indiana can match the capacity of Indiana University, Bloomington, to prepare highly qualified teachers for diverse and increasingly specialized roles in schools while maintaining high standards. This unique capacity rests primarily upon the wide range of talented people who are available to assist in teacher preparation. Many of these people are faculty members in the School of Education which is large enough and distinguished enough to attract national leaders in various fields of study. Other faculty are found in other divisions of the University, especially the College of Arts and Sciences, where future high school physics teachers learn physics from physicists, art teachers study with artists, music teachers with musicians, history teachers with historians, etc. Only a multi-university can assemble the vast range of human and material resources that are needed to prepare teachers adequately today and for the future. While the drastic shortage of teachers merely to fill classes is over, the need for highly qualified teachers is as great as ever. Compared to other teacher training institutions, Indiana University will have little trouble continuing to place its graduates.

There are other compelling reasons why Indiana University cannot abolish or reduce its emphasis upon pre-service teacher education. While it is true that many students have opportunities for teacher education at regional campuses of Indiana University and at other colleges near their homes, many students throughout the state want to attend Indiana University,

Bloomington; and they wish to prepare for a career in teaching while they are here. We cannot and should not attempt to prevent students from becoming teachers because they elected to attend Indiana University, Bloomington.

In-Service Education for Elementary and Secondary School Teachers. In Indiana, teachers are first certified provisionally to teach for five years only. In order to acquire a "professional" teaching certificate, along with three years of successful teaching, they must earn a master's degree in the first five years after receiving the bachelor's degree. The rule that teachers must earn a master's degree within five years provides an opportunity to effect improvements in school instruction.

To date, relatively little has been done to exploit the opportunities available through in-service education. While a large number of teachers return to Indiana University each year for graduate study* little effort has been made to design special programs for these teachers. Faculty attention has been directed primarily at the reform of pre-service teacher education and advanced graduate study for doctoral students.**

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*The School of Education awarded 1,332 master's degrees in 1971-72.

**There are exceptions to this statement. For example, a new program enables elementary teachers, as well as special education teachers, to prepare for roles as "resource teachers" for special education. The teachers participate in a field-based training program, leading to a master's degree in special education. As a result of their training, they are prepared to take positions in schools as consultants to other teachers on special education problems.

It seems clear that if the School of Education hopes to effect change in the public schools, it must be prepared to act more aggressively than before to establish programs that attract teachers who are teaching currently. Special courses, institutes, and degree programs should be established that will attract a higher number of teachers to the Bloomington campus for evening courses during the academic year and for study during the summer. Greater cooperation between the College of Arts and Sciences and the School of Education is also needed in order to enhance further the appeal of M.A.T. programs for teachers.

Equally if not more important is the need to design graduate level programs that teachers can take without attending classes in Bloomington. During the past two years Indiana University has cooperated with other state colleges and universities to produce a course for teachers on East Asia, taught primarily via television. The success this project has enjoyed is causing others to begin planning additional courses that could be taught by the closed-circuit, television network. At the same time a growing number of in-service programs are being offered through the cooperative efforts of the Division of Continuing Education and the School of Education. Students are able to earn graduate credit through a form of correspondence study. This is a promising development that seems certain to strengthen our impact on the schools, increase the number of our students, and produce economies in operation.

Another kind of in-service program that will grow in importance during the next five years is one in which one or more Indiana University faculty

members journey to school sites to provide instruction that has been designed specifically to satisfy a need identified by the school system itself. Thus, as an illustration, it is likely that the full-time instructional load of a faculty member during one year could be devoted to helping a school system remodel its science education program. During the year the faculty member would offer courses, seminars, and colloquia for the teachers who were working together to improve their science program. Federal intentions to return money to schools enabling them to purchase the services they need provides an opportunity for the School of Education to create a new and more effective response to the potential for in-service teacher education. It is also a way in which the School of Education can respond positively to the unique educational needs of the region surrounding Bloomington.

Finally, the reduction in teacher turn-over and more attractive salary schedules that encourage graduate study beyond the master's degree now make it profitable for the School of Education to consider how it might take greater advantage of the Specialist in Education degree that has received little attention or encouragement in the past. Presently, teachers take a smorgasbord program of courses in the process of acquiring 30 hours beyond the master's degree. The School of Education will open up a previously untapped market if it designs some special programs beyond the master's degree to serve "middle management" people such as leaders of a teaching team, department chairmen, city supervisors of content areas, vocational education directors for a city/county system, specialists in

student teacher supervision and instruction, developers of instructional materials for a subject area, and many more. Currently, equivalent programs do not exist in the state or region. No other state institution has the resources to mount such an effort. Further development of this specialized graduate program should attract teachers from across Indiana and surrounding states.

In-Service and Pre-Service Preparation of School Personnel Other than Classroom Teachers. The effort to provide a better education for all youth requires the support of many people in addition to classroom teachers. These include but are not limited to superintendents, principals, counselors, special education helpers, speech and hearing therapists, instructional developers, and reading specialists. In addition, efforts to effect improvements in schooling require sympathetic understanding and contributions from school board members and community leaders. Indiana University has the capacities and experiences to provide the necessary pre-service and in-service education programs to satisfy all of these varied groups.

It is not possible in this document to list all of the programs that enable the School of Education to demonstrate its extraordinary capacity to provide professional training for non-teaching, school personnel. Nevertheless, a few examples might support the claim. Indiana University conducts a unique program for students who wish to become school psychologists. This program, which begins in the junior year, requires one year's training beyond the bachelor's degree, resulting in a master's

degree. Indiana University is the leading institution in the state and among the top three in the nation for the preparation of specialists in reading. We have the Center for Innovation in Teaching the Handicapped, a special education facility that is one of the largest in the country and a model training facility for special education experts. The Interdisciplinary Doctoral Program for the Education of Young Children not only trains researchers in the field of early childhood education, but it also prepares leaders for program planning and development in pre-school and early school settings. The Division of Instructional Systems Technology is recognized throughout the nation and the world as the leading training facility for the preparation of instructional developers using a variety of educational technology. And the School of Education was recently selected to become one of four national centers to develop new kinds of training programs for school counselors. It is expected that the I.U. Center will serve as a model for new training programs for counselors in other teacher training institutions. The list could be extended easily.

During the next five years the School of Education will develop a) new forms of schooling for professionals, and b) professionals for new forms of schooling. We shall comment briefly on each effort.

It seems clear that the distinction between pre-service and in-service education of professionals is becoming increasingly blurred. Surely, some formal classroom instruction will continue to precede on-the-job training and internships, but the concept of "continuous education" as a major responsibility for the performance of a professional role in

school is growing in significance. The demands for school officials to stay abreast of developments in their fields seem analogous to those that face doctors and lawyers and are leading to solutions similar to those that have been adopted in medicine and law. For example, the Center for Administrative Studies was created to identify broad operating problems in the administration of schools, to conduct research and engage in development on these problems, and to establish action and training programs for school administrators which would involve them in the application of the results of the Center's research and development. This enables school administrators to tap intensive education programs and problem solutions easily and quickly as needed.

Not only must we develop new training responses for traditional roles, but we must also prepare professionals for new forms of schooling. An interest in individualizing instruction has led to a demand for people who can direct schools with this type of emphasis. The Individually Guided Education program at Indiana University is aimed at preparing school principals to assume roles as "instructional leaders" in schools desiring to base their curriculum on individualized instruction.

A growing interest in "pre-school" education and day-care centers has prompted a demand for people who are expert in teaching children prior to the onset of regular school. Concurrently, there is an effort underway nationally to transfer certain kinds of education to business and to the home via advanced educational technology. The growth of interest in adult and continuing education opens up additional job opportunities for those

who possess the requisite training. Thus in the years ahead, new careers in education will develop which will require new training programs from us.

The growth of new programs in response to demands from the profession does not necessarily mean a concomitant growth in faculty. One of the gratifying but almost inperceptible changes that has occurred on the Bloomington campus during the past few years is the degree to which the training of specialists in education is increasingly shared. For example, school administrators now enroll in courses offered by the School of Business. Surely the School of Environmental and Public Affairs will play an important role in the education of people for administrative and policy-making roles in education.

It should be noted also that the School of Education is being asked increasingly to help other University divisions. Currently, it is cooperating with the English department in a program to train Associate Instructors as teachers. In the past, School of Education faculty have offered special courses for the Medical and Dental schools. And the Division of Instructional Systems Technology maintains an on-going program to assist faculty in all divisions of the University who are interested in improving their instruction. These kinds of cooperative efforts are likely to grow rather than diminish during the years ahead.

Advanced Graduate Study in Education. The Indiana University School of Education is the leading institution in the state and among the leading institutions nationally for advanced graduate study in education. School

of Education alumni hold positions in departments and schools of education, in junior and community colleges, and in governmental, research, and community agencies throughout the United States and in many other nations.

A small percentage of graduate students in education satisfy the requirements for the Ph.D. degree, although most prefer the professional degree and earn the Ed.D. Currently, the School offers the doctoral degree in twenty-five areas of specialization. As is the case in every division of the University, quality varies among the programs and ranges from "truly distinguished" to "unimpressive."

During the next five years the School of Education will make the improvement of excellence of its doctoral programs a high priority. Work has already begun. A major review of all doctoral programs is underway and should be complete within the next 18 months. As a result of this review, the School will make judgments about the future allocation of resources among the various doctoral programs. The "distinguished" programs will receive continued nourishment in order that they can maintain themselves and grow stronger; those that seem close to excellence will receive support to attempt to achieve distinguished status. Those that are weak will be either abolished, combined with stronger programs, or be permitted to linger until they can be rebuilt.

Five years from now one might anticipate fewer doctoral programs* but a larger number of very strong ones, less redundancy in graduate

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*For example, some discussions have been held by three program areas -- Urban and Overseas English, Foreign Language Education, and English Education -- for the purpose of combining their programs into a single, very strong and comprehensive program.

courses, and an increase in the total number of doctoral students who upon graduation are finding employment in more diverse educational settings. Cooperation with other divisions within the University for the preparation of doctoral students in education seems certain to grow. Moreover, it seems likely that the School of Education might be asked increasingly to conduct special programs for people who are receiving Ph.D.'s from the Graduate School in fields associated with Arts and Sciences and who need to demonstrate strength as teachers as well as researchers in order to find employment.

2. To Produce Basic Knowledge about Education Necessary and Sufficient to Support Educational Change.

In a paper developed by the Rand Corporation to lay the foundations for the National Institute of Education, Roger Levien, the principal author, stressed the importance of basic research for educational change.

> "In some cases desirable change is impeded by lack of funds. In some cases, tradition or institutional inertia blocks the way. In still other cases, there is no one to catalyst the necessary change. But in a great many cases, there is simply not enough known to point the way to desirable change.... Lack of knowledge is a major impediment to achieving improvement and reform of American education."

A major way that the School of Education can have an impact on problems of educational change is by promoting and facilitating high

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Quotation taken from a speech presented by Thomas Glennan, director of the National Institute of Education, to the American Educational Research Association annual convention, New Orleans, Louisiana, February 23, 1973.

quality, basic research in education by members of its faculty. Not only does the society require the existence of institutions capable of conducting basic research in education, but both undergraduate and graduate education programs depend upon the presence of faculty who are engaged in inquiry.

It is not possible in this paper to report all of the kinds of basic research activities underway in the School of Education.* Some of the research is based in special research institutes such as the Institute for Child Study, whose members are engaged in basic studies of language and cognitive development and those processes underlying the understanding of prose. But much research is conducted by individual faculty members. A large proportion of this research is linked directly to problems of educational change. For example, two faculty members are investigating factors that impede the process of educational change within three types of institutional settings -- schools, colleges, and departments of education -- in an effort to develop a conceptual model that will be heuristic in stimulating new research and in guiding the development and diffusion of innovations. Two other members of the faculty are studying the impact of various forms of school governance on students' growth in political knowledge, skills, and attitudes. One professor is testing the assumption that cross-cultural

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*In March, 1973, thirty-three proposals seeking funds to support basic research were submitted by School of Education faculty to the National Institute of Education alone.

behavior is based on and explained by the "cognitive and preferential" maps which people hold. He is exploring the nature of the "maps" along five dimensions: race, religion, language, ethnic group, and geographic location. Ultimately, he hopes to describe how these "maps" change over time and are affected by sources outside of the individual. Another professor is pursuing research aimed at identifying techniques for promoting the reinforcement of learning that occurs via instructional television with the purpose of making that media a more powerful instrument for instruction. These examples are but a fraction of the research currently underway.

The demand for basic research in education seems certain to grow rather than diminish during the next five years. While the amount of money available for educational research has never been adequate when compared to other fields, there are signs that this situation is improving. The establishment of the National Institute of Education is one indicator, but other national research institutes, including the National Science Foundation and the National Institutes of Health, are beginning to divert some of their resources to support research in education. During the next five years the School of Education at Indiana University must continue to develop as a major institution for basic research in education if it is to respond appropriately to problems of educational change.

3. To Develop Products, Practices, and Procedures Aimed at Promoting and Facilitating Change in Education.

The term "development" is used in a special way when referring to one of the four functions of the School of Education. Development is defined here as the process of creating solutions to operating problems. Educational developers are people engaged directly in efforts to bring about educational change.

Research and development are often linked, for they contribute importantly to each other's purposes. Nevertheless, they are different domains of activity. Whereas research produces knowledge, development produces new forms of practice, new procedures, new products. Development can be conceived as a bridge linking research and practice. Developers use the results of research and the experience and judgment of competent practitioners to devise procedures and products that can be adopted easily by those who need them.

During the past decade Indiana University has acquired an enviable reputation as a leading, national institution for educational development. Financial support for development comes from two sources: internal support represented by the Laboratory for Educational Development and external support from private individuals, foundations, and government agencies. The Laboratory for Educational Development was started in 1968 by a re-allocation of funds within the School of Education, resulting in approximately $75,000 becoming available as "seed money" for development activities. Over time, the amount of money available to the Laboratory from the School of Education has been reduced commensurate with the

growth of revenue the Laboratory receives from its projects and products.

The existence of the Laboratory for Educational Development has contributed significantly to the attraction Indiana University has for outside groups that wish to support educational development. In 1971-72 the School of Education received more than five million dollars in funds to support its activities. A major portion of these funds was to support development projects. The funds came from a wide range of foundations such as Ford, Kettering, and Danforth, and governmental agencies such as the U.S. Office of Education, the National Science Foundation, National Institute for Mental Health, the Office of Economic Opportunity, and the Indiana State Superintendent of Public Instruction.

Some examples of the kinds of research and development activities underway in the School of Education are the following:

a) Research and Development Center for Innovation in Teaching the Handicapped. This Center, one of three R&D centers in the nation focused on special education, receives $750,000 to $1,200,000 annually on a continuing basis from USOE. The purpose of the Center is to develop materials and procedures enabling special education students to function within regular classes rather than within special classes or within institutionalized settings.

b) National Center for the Development of Training Materials for Use in Teacher Education. This Center is a key element in the U.S. Office of Education's strategy to improve instruction in the nation's schools. The Center is developing and testing materials

that are effective in helping teacher trainees acquire basic teaching skills. When they are completed, the materials will be disseminated nationally for use in teacher training programs in other institutions.

c) Social Studies Development Center. This Center is the leading, university-based development center for social studies in the nation. Specific projects within the Center are supported by the National Science Foundation, the U.S. Office of Education, the National Endowment for the Humanities, the Ford Foundation, the Longview Foundation, and the Center for War/Peace Studies. It is developing and testing new instructional programs in the fields of political science, history, demography, and anthropology, as well as testing models for the diffusion and utilization of social studies materials and practices in schools.

While it is difficult to project the priorities for educational development that will exist five years from now, surely educational technology, individualization of instruction, school finance, teacher effectiveness and productivity, utilization of scientific knowledge and the diffusion of innovation, and education in non-school settings are topics that will loom large and are susceptible to systematic development. With regard to several of these topics Indiana University is strong presently and is likely to become stronger. For example, the presence of the Audio-Visual Center and the National Instructional Television Center affords I.U. a head start over others in important areas of

educational technology. With the establishment of the PLATO system, new opportunities for research and development in computer-assisted instruction will become available.

The effort of the School of Education to implement its mission of effecting educational change depends in large measure upon its ability to maintain and extend a vigorous program in educational development. As educational development is expensive, it is unlikely that more than a fraction of the total costs can be borne by appropriated funds. Therefore, it will be necessary for the School of Education to maintain a continuous and aggressive search for outside funds and to make optimum use of the income produced by its most successful products.

4. To Establish and Maintain Synergistic Relationships Between the School of Education and Its Clients that Enable All Parties to Respond Positively to the Need for Educational Change.

The task of dealing effectively with educational change involves more than training teachers, other school personnel, and doctoral students, more than research, more than development. It also requires tackling directly the specific, on-going, practical problems that face educators and educational planners. Our clients need the experience and resources available through the School of Education, and the School cannot be a lively, relevant place for the study of education unless it understands and attempts to deal with the normal, day-by-day experiences of its clients.

What is called for is a new kind of school/college relationship. We have used the term synergism, as it conveys our belief that the School of Education and the schools (and perhaps other colleges and universities)

must find ways to work with each other in mutually helpful ways, if positive and realistic educational change is to occur.

We have avoided using the word service, as that term connotes a relationship we do not endorse. It suggests a unilateral quality; one party gives while the other receives. The traditional type of service in which a professor offers advice to schools does little to help the professor grow professionally. Secondly, it carries the implication that solutions to problems are handed down from authorities who reside in universities. Thirdly, the service activity is all too often a useless exercise in which the school system has no real intention or commitment to change what it is doing, and the consultant, who assumes no share of the risk if the system accepts his advice, often cares too little whether it acts as he suggests. Finally, the problem which is identified is often only on the fringe of what is more fundamentally important to the system. If the truly critical problems are surfaced, it becomes clear immediately that the consultant -- or all the consultants we might send -- have no easy solutions.

Synergism, on the other hand, implies that both parties can contribute to and profit from the relationship. Programs to prepare teachers will improve if teacher educators must cope with the problems their trainees face, and if the schools themselves participate in the training program. Educational research will be more likely perceived as "useful" and less likely to overlook important variables if the researchers maintain strong ties to the schools. Developers will be more likely to have their

"solutions" adopted if they remain close to the practitioners. Doctoral students will be better prepared if they have had opportunities to test their theories and ideas on tough, practical problems. Finally, the schools will be more likely to consider the School of Education as a place to locate genuinely resourceful helpers and less likely to use the School of Education to legitimize decisions they have already made.

The shift from "service" to "synergistic relationships" has been underway for several years and will continue to develop during the next five years. Only a few illustrations can be cited here.

In the field of teacher education there has been a steady move in the direction of basing a greater proportion of the training program in the schools. Formerly, the trainee's experiences in the school were limited essentially to his "practice teaching" time. Some of the new programs in the Division of Teacher Education provide nearly all of the professional education programs in the field. In these cases Indiana University professors and teachers in the schools share the responsibility for training the teachers. Often the programs also afford graduate credit for the teachers, as teachers and professors join in seminars directed at major curriculum problems in the school. As a result, the schools gain better prepared young teachers; the experienced teachers have an opportunity to influence the preparation of new teachers; and professors gain in their capacity to respond to real problems in schools.

Indiana University is the principal base of operations for the "Consortium for Alternative Schools." This nation-wide organization was

launched in response to the need expressed by a large number of public school systems for a clearinghouse that could provide up-to-date information on the operation of "alternative schools." The Consortium newsletter, "Changing Schools," is edited by an I.U. faculty member and published here. In addition, Indiana University faculty are helping public school systems launch alternative schools and have begun to train teachers for alternative schools.

The Ford Foundation is supporting the "Social Studies Diffusion Project" at Indiana University. The purpose of the project is to explore ways to help schools that are seeking to bring about fundamental changes in their social studies programs. The project staff enters into agreements with school systems which involve the exchange of various kinds of goods and services. For example, a school may provide funds to pay for the expenses of the staff to work with the school; the school may also agree to provide a training site for new staff members and doctoral students. In turn the project usually provides the school with access to specialized resources that are otherwise unavailable to the school and are seen as needed.

In 1970-71 Indiana University trained eleven "field agents" who spent one-year at Indiana University. The field agents were practicing school teachers, drawn from schools within a 300-mile radius of Bloomington. Through an agreement with their superintendents, the field agents returned to their schools to fill new roles as change agents. Periodically they turn to Indiana University for expert resources as problems arise they

cannot handle alone. They serve Indiana University by providing test sites for piloting new programs.

The effort to create synergistic relationships with schools is enhanced by the unusual access the School of Education has to professional associations that are located in Bloomington. These include the national headquarters of Phi Delta Kappa and the state headquarters of the Indiana Association of Public School Superintendents, the Indiana State Committee of the North Central Association of Colleges and Secondary Schools, the Indiana Association of Elementary School Principals, the Indiana Conference of Higher Education, and the Indiana School Boards Association. Moreover, the Executive Secretary for the National Study of School Evaluation, the organization that produces evaluative criteria for secondary schools, is a member of the School of Education faculty.

While primary emphasis in this section has been on links between the School of Education and the public schools, this does not exhaust the range of collaborative relationships that are being maintained and will be developed. Many School of Education faculty are engaged in efforts to strengthen programs in colleges and universities within Indiana, the nation, and in other nations. Some faculty are working with educational planners in other nations who are seeking to improve their systems of education. These efforts will not be eliminated. Indeed, they should be extended; and the results of this work made more available to other members of the faculty. Within the next five years we anticipate that every

School of Education faculty member will have the opportunity to become an active participant in some kind of educational change problem at one level of education or another, in this nation or abroad.

III. CONCLUSION

Robert Redfield tells a "fable" about a hen and her chicks floating down a swollen river on a raft. According to the fable, while the hen was trying desperately to keep herself and her offspring from falling into the river, she spotted a wise old owl, resting atop a tree in the forest. She shouted to the owl for advice on how to survive in her precarious situation. The owl responded with a lecture on the flora and fauna of the forest, which seeds were safe to eat, which insects would be found in abundance, etc. Meanwhile, the raft drifted on for many miles, finally to run aground, far downstream away from the forest, in a setting totally unfamiliar to the owl.

We are living in a period of rapid social change. Like the hen and the raft, public education is caught in a swollen stream and seems almost out of control. Schools of Education cannot exist as wise old owls, perched atop trees or "ivory towers," shouting irrelevant answers to important questions.

During the past decade the Indiana University School of Education has taken giant strides in its quest to become a national leader in education. In the process it has acquired an enviable reputation through many of its programs and activities. There is no doubt that it is <u>the</u> leading institution in Indiana in the field of education, and the national leader in many sub-fields within education.

But the School of Education cannot rest on its past accomplishments. All of its past work may be seen as a prelude to the enormously complex

challenges that lie ahead during the next five years. We have tried to project what some of these challenges are and how the School must respond to them. But much is unknown about the future course of education; hence all projections must be seen as tentative.

What is absolutely clear is that this is not a time for the School of Education to drift, to coast, to rest on its laurels, or to starve for lack of leadership and resources. Rather it is a time that will demand the best the faculty and the administration have to offer.

IV. APPENDIX

A. Target Objectives

1. Academic Programs*

a. Pre-service education of elementary and secondary school teachers

(1) We shall continue the process begun more than a year ago to create alternative paths for the preparation of teachers.

(2) We shall prepare teachers to fill new kinds of teaching roles.

(3) Fewer students than presently will be prepared in the traditional teacher education program.

b. In-service education for elementary and secondary school teachers

(1) We shall increase the number and range of in-service education opportunities for teachers. In doing so, we shall experiment with a number of alternative ways for the efficient delivery of in-service education programs, including greater use of closed-circuit television and cooperative efforts with the Division of Continuing Education.

(2) We shall experiment with in-service education programs that are based within a single, school district and are designed to serve the particular needs of teachers employed within a district. This is one way in which the School of Education can respond directly to the special needs of teachers in the region surrounding Bloomington.

(3) We shall continue to make improvements in present master's degree programs in order to make them more responsive to teachers who are eager to make changes in their schools.

(4) We shall seek ways to provide programs to attract people who are seeking training for "middle management" positions in schools and who wish to enroll in advanced graduate study.

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*These items are treated in detail in pages 9-21 of the full document.

c. In-service and pre-service preparation of school personnel other than classroom teachers

(1) We shall continue to explore new forms of schooling for professionals that are based upon the concept "continuous education." This means finding ways to link better pre-service training, internships, employment, and continuous, post-baccalaureate studies.

(2) We shall continue to improve existing programs and develop new programs where necessary to prepare people to serve new kinds of professional roles in schools.

(3) We expect to prepare an increased number of people for non-school-based educational roles.

d. Advanced graduate study in education

(1) We shall have fewer doctoral degree programs in five years.

(2) We shall have a larger number of very strong doctoral programs.

(3) We shall have more doctoral students than presently, who are finding employment in a wider variety of educational settings.

(4) We shall draw even more heavily than before upon other relevant resources within the total University for the education of doctoral students.

2. Instructional Practices

For a School of Education whose business is, in large measure, to develop and test new forms of instructional practice, it is not possible to speculate about all the forms of practice that might be used during the next five years. Nevertheless, we have listed a few examples of practices that are likely to receive special attention.

a. There will be greater use of instructional laboratories where students will find self-paced instructional materials designed for their own use. These materials will treat a variety of topics; many will be directed at helping students acquire basic concepts of teaching and fundamental teaching skills.

b. More instruction will occur away from the School of Education and in the field. Thus, some teachers may take nearly all of their professional training within a school. Teachers and professors will cooperate in the preparation of teachers.

c. There will be greater use of educational technology, such as closed-circuit television, video tape recorders, and computer assisted instruction.

d. There will be greater variety in the use of non-traditional education resources in the preparation of educational personnel. More use will be made of people who represent diverse perspectives and diverse occupations within a community.

e. Ways will be found to exploit better instructional resources within the University but outside of the School of Education.

3. Faculty Functions

a. The emphasis upon "alternative paths" to teacher education will find faculty members joining in interdisciplinary teams to assume greater responsibility for a larger share of the total preparation of a group of students than in the past. Many members of the faculty will have at least two major loyalties: 1) to their special area (e.g., science education) and 2) to the teaching team they have elected to join.

b. With an increase in field-based education, a greater proportion of the faculty will provide instruction in the field and away from the School of Education.

c. There will be a growth of faculty interest in devising and delivering new forms of in-service education.

d. The emphasis upon development will continue. Some faculty will be engaged full-time in development activities. Others will be part-time developers, perhaps creating instructional materials for the use of their students in instructional laboratories.

e. A greater proportion of the faculty will be engaged in basic research than is true presently. There will be more resources to support faculty research in education.

f. A greater proportion of the faculty than today will be actively involved in helping schools change.

g. The faculty will be as involved as presently in important educational work within the state and nation and in other nations.

4. Students

a. We shall provide unique educational opportunities for those students throughout the State and region who are seeking new forms of teacher training or who are seeking programs to prepare them for new roles in education.

b. We shall tend to discourage students from participating in the traditional teacher education program and urge them to select from a wide variety of "alternative" programs to be developed. The faculty of the various alternative programs are devising program-specific selection criteria in order that only those students are admitted who will most likely gain full advantage of each program.

c. We shall recruit nationally for students who wish advanced graduate study and are likely to continue to attract large numbers of students from other nations in a few fields of study.

d. We shall seek students who might not ordinarily continue professional work in education. An example would be a teacher in a nearby community who has completed a master's degree and who does not wish to travel to Bloomington to attend classes.

e. We shall continue an aggressive and efficient placement bureau to help graduates find employment. In addition faculty of the various "alternative" teacher education programs will assume some responsibility to help their graduates find positions.

B. Priorities

1. New Thrusts

Our document identifies one overarching mission for the School of Education during the next five years. This mission is to treat issues relating to educational change. All of the School's various resources, activities, and programs should be linked to this overarching purpose. The document describes in detail a wide range of activities presently underway and projected that do and will contribute to this mission. Nevertheless, a few examples might be cited here.

a. We are seeking to maintain and extend our national leadership as a leading teacher education institution by devising a new approach to teacher education. In the future students will have many choices in how they will be prepared to teach, and they will be prepared better to suit the specifications for specialized roles in schools. The School of Education is becoming a richer, more varied site for teacher education.

b. We are developing programs to prepare people for new roles in education, for employment both within schools and in non-school-based settings.

c. We expect to develop new ways of working with schools and other educational agencies and institutions that are seeking to change. We have described these new ways as an effort to develop "synergistic relationships."

d. We are engaged in a review of our doctoral programs and expect to strengthen these in the years immediately ahead.

2. Current Thrusts to be Maintained

a. We have built a strong base for educational development that has won national recognition. Our present status as a leading institution for educational development must be maintained.

b. We have a core of people who are widely respected for their research in education. We must maintain a sufficient investment in educational research to sustain this core. Moreover, we must continue to seek additional sources of funds enabling a greater proportion of the faculty to devote more time to research in education.

3. Practices which might be diminished

a. We expect to make no additional investments in traditional forms of teacher education.

b. Some weak doctoral programs will be combined with other, stronger programs or will be phased out.

c. Some service activities that are not contributing to the overarching mission of the School of Education could be eliminated.